

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation Amount

Corporation Name: Challenge Foundation Academy

Corp #: 9645

School Name: Challenge Foundation Academy

School 5716

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	\$32,500	\$32,500	\$5,000	\$5,000	\$187,000			\$33,000	\$66,000		\$361,000.00
21000	Support Services-Student							\$10,000				\$10,000.00
22100	Improvement of Instruction (Professional development)	\$103,000			\$15,000	\$16,500						\$134,500.00
22900	Other Support Services: Admin for School-Level Activities	\$10,500	\$7,500									\$18,000.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation					\$4,000						\$4,000.00
33000	Community Service Operations	\$3,500	\$3,500						\$17,500			\$24,500.00
60100	Transfers (Interfund)											\$0.00
	Column Totals	\$149,000	\$40,3505	\$5,000	\$20,000	\$207,000	\$0.00	\$10,000	\$33,000	\$66,000	\$0.00	

TOTAL COST

\$552,000

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Current Indirect Cost

Total after deducting Property (710-748)
Total Available for Indirect Costs

\$486,000
\$0

Amount of Indirect Cost to be used

Grand Total After Indirect Cost

**\$552,
000**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
Purchase of new curriculum: <ul style="list-style-type: none">• Envision Math• Scholastic Books for Classrooms• Supplies for Literacy visits, family involvement events and parent workshops	<ul style="list-style-type: none">• Smartboards• Laptop and Carts for 1 to1 computing for students• Software for laptops	<ul style="list-style-type: none">• Partnership with Summer Advantage USA: Half day instructional/Half day enrichment – 24 total days extended learning time• Offsite: Professional Development and Travel• Onsite: Instructional Staff Development	<ul style="list-style-type: none">• Small Group: NWEA Testing Proctor (3 x per year)	<ul style="list-style-type: none">• Director of Culture• Director of Curriculum• Intervention Teachers• Saturday School Teachers

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

Allocation Amount

Corporation Name Challenge Foundation Academy

Corp #: 9645

		School Name: Challenge Foundation Academy								School 5716			
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer		
		Cert	Noncert										
11000	Instruction	\$32,500	\$32,500	\$5,000	\$5,000	\$187,000			\$33,000	\$66,000		\$361,000.00	
21000	Support Services-Student							\$10,000				\$10,000.00	
22100	Improvement of Instruction (Professional development)	\$103,000			\$15,000	\$16,500						\$134,500.00	
22900	Other Support Services: Admin for School-Level Activities	\$10,500	\$7,500									\$18,000.00	
25191	Refund of Revenue											\$0.00	
26000	Operation and Maintenance											\$0.00	
27000	Transportation					\$4,000						\$4,000.00	
33000	Community Service Operations	\$3,500	\$3,500						\$17,500			\$24,500.00	
60100	Transfers (Interfund)											\$0.00	
	Column Totals	\$149,000	\$40,3505	\$5,000	\$20,000	\$207,000	\$0.00	\$10,000	\$33,000	\$66,000	\$0.00		
TOTAL COST												\$552,000	
Current Indirect Cost		Subtract the amount above 25,000 (per individual contracted service) from your total budget:											
		Total after deducting Property (710-748)										\$486,000	

Total Available for Indirect Costs	\$486,000
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	\$552,000

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
Purchase of new curriculum: <ul style="list-style-type: none"> • Envision Math • Scholastic Books for Classrooms • Supplies for Literacy visits, family involvement events and parent workshops 	<ul style="list-style-type: none"> • Smartboards • Laptop and Carts for 1 to1 computing for students • Software for laptops 	<ul style="list-style-type: none"> • Partnership with Summer Advantage USA: Half day instructional/Half day enrichment for 5 weeks total • Offsite: Professional Development and Travel • Onsite: Instructional Staff Development 	<ul style="list-style-type: none"> • Small Group: NWEA Testing Proctor (3 x per year) 	<ul style="list-style-type: none"> • Director of Culture • Director of Curriculum • Intervention Teachers • Saturday School Teachers

Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data E/LA and Math (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	<i>75% of all students are proficient on ISTEP+ mathematics</i>	<i>85% of all students are proficient on ISTEP+ mathematics</i>	<i>95% of all students are proficient on ISTEP+ mathematics</i>
E/LA 76% of CFA students are proficient on ISTEP+ E/LA	80% of all students are proficient on ISTEP+ E/LA	87% of all students are proficient on ISTEP+ E/LA	95% of all students are proficient on ISTEP+ E/LA
Math 69% of CFA students are proficient on ISTEP+ Math	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics

SY 2010-2011 Baseline Data Graduation Rate	Graduation Rate Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014

Implementation of Transformation Model: Challenge Foundation Academy, Renewal App. (July 2011)

➤ Instructions:

- 1) Using the tables provided, develop a detailed timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 2) For how the descriptions will be scored, see the attached Transformation Intervention Model scoring rubric.

Transformation Model

(Guidance Document, Section E, pages 36-41)

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Completed: In July '08, the CFA Board hired a new principal, Charlie Schlegel, to help "turn around" the school. Schlegel was an experienced school leader with a background in urban education and knowledge of charter schools.	CFA Board Chair	July 2008
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<p>The CFA Board continues to evaluate Principal and Assistant Principal against performance goals twice yearly.</p> <p>CFA Principal is working with CFA Board to adopt an adapted version of the IDoE's Principal Effectiveness Rubric, based on the central principles and demands of a charter school principal/assist. Principal. We expect to use this tool to regularly evaluate our building leaders this year.</p>	<p>CFA Board and Principal</p> <p>CFA Board and Principal</p>	<p>July 2008</p> <p><i>Ongoing</i></p>

	In Aug. 2010, CFA adopted TAP: The System for Teacher and Students Advancement (TAP). TAP embodies many of the principles important to CFA and brings with it a network of expertise in similar model as to what CFA has been trying to devise on its own. (More information about TAP's model for school improvement is available at www.tapsystem.org .)	Administrators/ Teachers	Ongoing
	Through TAP, we have also adopted the TAP teaching rubric, a critical tool based on research of best practices in instruction, and through TAP (and CELL, the local organization responsible for TAP implementation in Indiana) can access the network of expertise in using the evaluation rubric.	Administrators/ Lead Teachers	Ongoing
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	CFA first employed a Merit-based bonus plan to reward staff members for exemplary work.	Principal	June 2008
	Administration worked with subset of CFA teacher/leaders in developing and adopting a second Merit-based bonus plan focusing more squarely on student learning goals. See Appendix C for CFA Merit Pay Bonus Criteria.	Principal	Sept. 2009
	CFA awarded Merit-based bonuses, based on achievement of specific learning goals, based on NWEA and ISTEP growth as well as subset of secondary academic goals.	Principal	June 2010 & 11
	After a year's pilot of the TAP system (without funds attached), CFA expects to fully adopt the TAP systems of "performance-based compensation," including bonuses, as well as maintain a smaller, adapted system of interim bonuses, based on student performance midway through the year.	Administration	Aug. 2011
	CFA also adopted the TAP model of job-embedded professional development to improve the quality of instruction across our building. Our Lead Teachers (a.k.a. Instructional Coaches) continue to work especially closely with teachers,	Administration/ Lead Teachers	Ongoing

	who, based on student growth and classroom observations, need extra support. In instances in which teachers are underperforming, our Lead Teachers and Administrators work closely to help them improve. When necessary, these teachers are placed on an improvement plan, which our administrators oversee. Should ineffective teachers fail to adequately follow their plans and grow in effectiveness, we expect to dismiss them or, in rare cases, re-assigned them to another position on our staff.		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Currently, the CFA professional development program includes:		
	1. Ten professional development days set aside during the school year to provide time for teachers to disaggregate learning results, plan instruction and refine instructional strategies.	Administration	Ongoing
	2. Adopt TAP, which includes a robust system of strategies and supports to encourage teacher growth. (More information about TAP's model for school improvement is available at www.tapsystem.org .)	Administration	Ongoing
	3. Develop the position of Intervention Teachers at every grade, responsible for small-group instruction/intervention as well as for covering for classroom teachers, observing our lead teachers or other colleagues.	Administration	Ongoing
	4. This year, we have also assigned one of our mentor teachers to supporting "IT's" in effective small group instruction.	Mentor Teacher	Aug. 2011
		Lead Teachers	

	5. Grade-level “Cluster” meetings once a week, consistent with best practices among schools implementing TAP, in which teachers work together to implement new strategies to address data-based student learning needs.		Ongoing
	6. Convene a Summer Institute in which grade level teams work to develop and refine school-wide, year-long curriculum plan, aligned with both state standards and the <i>Common Core</i> and building upon best practices of schools implementing Core Knowledge.	Curriculum Director	June 2011
	7. Conduct weekly curriculum planning meetings among grade-level team, under the guidance of our Curriculum Director.	Curriculum Director	Aug. 2011
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	As mentioned, CFA is implementing TAP and, through it, we are building systems of support to more effectively retain high quality staff. We have also attracted teachers from other markets, looking to relocate but only at a TAP school.	Administration	Ongoing
	Our partnership with <i>Teach For America</i> has also afforded us access to high quality professionals entering the job market, as well as former TFA teachers looking for new opportunities.	Administration	Ongoing
	The multiple career paths embedded in the TAP system may also prove helpful in allowing teachers more flexible work time for the purpose of retaining exemplary staff.	Administration	Ongoing
6. <i>Provide increased learning time for students and staff.</i>	CFA has an extended day (7.5 hrs) and extended year (185 instructional days).	Administration	Ongoing
	Students reading below grade level (based on assessments each semester) also participate in targeted tutoring assistance in reading and math, two-hours a week, adding 50+ hours of instruction each year.	Administration	Ongoing

	CFA offers weekly Enrichment Courses (“Monday Clubs”) to engage students in project-based learning opportunities, ranging from <i>LEGO</i> robotics to Spanish classes, lending 35 extra hours of instruction during the school year.	Administration	Ongoing
	CFA partners with Summer Advantage USA to provide 25 additional days (150+ hours of learning) of instruction through robust summer programming. For more information about Summer Advantage USA, go to www.summeradvantage.org .	Administration	Ongoing
	CFA provides Saturday School through which we’ll provide critical academic support (including make-up work) and socio-emotional counseling for students (grades 1-5) removed from the classroom for disciplinary reasons (suspensions, time in office etc.).	Administration/ Director of School Culture	Ongoing
7. <i>Use data to implement an aligned instructional program.</i>	CFA employs the Core Knowledge Reading program (K-2) and uses SIG funds to purchase consumable reading materials. CFA review yearly the CK Reading program’s alignment with the IDoE’s Reading Framework as well as the Common Core.	Curriculum Director/ Teachers	Ongoing
	CFA continues its strong partnership with the M.A. Rooney Foundation, which provides assistance in collecting, organizing and presenting student learning data in a format that teachers can easily understand and act upon. See www.maroonerfoundation.org for more information about the foundation.	Administration/ Curriculum Director and Lead Teachers	Ongoing
	This summer, CFA convened a Summer Institute in which grade level teams work to develop and refine school-wide, year-long curriculum plan, aligned with both state standards and the <i>Common</i> Core and building upon best practices of schools implementing Core Knowledge.	Administration/ Curriculum Director	June 2011

	<p>This spring, CFA adopted the Envision curriculum as its primary math resource and has trained teachers as to highly effective practices in mathematics instruction, utilizing this resource daily (along with the guidance of our Curriculum Director) to structure lessons and guide instruction.</p>	Curriculum Director	May 2011
	<p>The TAP system has also helped us focus more tightly on achievement data. An instructionally-focused accountability system is a central principle of the TAP model. We employ TAP software and technical assistance to monitor academic growth among CFA students.</p>	Administration/ Lead Teachers	Ongoing
	<p>Under the direction of our Curriculum Director and Lead Teachers, we are also implementing a Challenge Block, in which a specific time in the academic day (40 min.) is set aside to build students' command of basic phonics. K-2 Students will be organized every five weeks into groups based on command of specific phonics skills. We will base lesson content and student grouping on up-to-date learning data.</p>	Curriculum Director/ Lead Teacher	Sept. 2011

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. Promote the use of data to inform and differentiate instruction.	<p><i>Currently, we use student learning data to:</i></p> <ol style="list-style-type: none"> 1. Track students' achievement, based on a NWEA, RAZ and other assessments and allocate intervention resources (i.e. spots in our after-school tutoring program) based on this data. 2. Assign students to small group interventions, led by our Intervention Teachers, based on quarterly assessments of RAZ and PSI/PASI assessments. 3. Employ system of "Response to Instruction" to make data-based decisions regarding allocation of intervention resources. Continue to employ AIMSWeb to track the progress, assess response to intervention and allocate additional instructional time. 4. As stated, this summer, CFA convened a Summer Institute in which grade level teams work to develop and refine school-wide, year-long curriculum plans. We also revised our assessment calendar and our benchmark assessments at each grade. 5. Refine and reinforce the implementation and continuous improvement of our reading program and, specifically, our expertise in employing the "workshop model," which is especially effective in differentiating support for students at various reading levels, as determined through frequent assessment. 	<p>Administration/ Curriculum Director/ Intervention Specialists</p> <p>Administration/ Curriculum Director/ Intervention Specialists</p> <p>Intervention Specialists</p> <p>Administration/ Curriculum Director</p> <p>Administration/ Curriculum Director/ Lead Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2011</p> <p>Ongoing</p>

	<p>6. Refine and reinforce workshop model of writing instruction, while allowing grade level teams the time to conduct regular assessment of student writing and structure writing instruction around results. Indiana Partnership for Young Writers will continue to provide CFA with guidance and professional development in implementation of research-based writing instruction.</p>	Curriculum Director/ Lead Teachers	Ongoing
	<p>7. Extend and improve our use of interactive, computerized whiteboards (i.e. SmartBoards) and handheld student response systems through which to enhance student engagement and monitor assessment and help differentiate instructional support. These computer-based learning tools (including student-response systems; i.e. clickers) coupled with timely professional development continue to provide participants in a learning exercise with immediate results through which teachers can make mid-course corrections to the class or group's instructional program. We intend to expand the use of these "clickers" and support teachers not yet proficient in their effective use.</p>	Curriculum Director/ Lead Teachers	Ongoing
	<p>8. Implement our "Challenge Block," in which a specific time in the academic day (40 min.) is set aside to build students' command of basic phonics. Throughout implementation, we will also seek out the expertise of consultants or other specialists in processes like the 8-Step Process to inform implementation of the Challenge Block and our overall RTI system.</p>	Curriculum Director/Lead Teachers/ Intervention Specialists	Ongoing
	<p>9. Effectively utilize Envision as our primary math resource and through it improve lesson differentiation in mathematics. Master Teachers will be responsible for making improvements to math curriculum and instruction through peer observations and job-embedded instructional</p>	Curriculum Director/Lead Teachers/	Ongoing

	coaching.		
	10. Leverage TAP system in developing long-term plan for ongoing, applied professional growth focused on field-tested instructional strategies – a central principle of the TAP system of teacher and student advancement.	Lead Teachers	Ongoing

9. <i>Provide mechanisms for family and community engagement.</i>	1. Monthly Family Nights, focused on various educational topics (health, reading and math) as well as celebrations of our students' accomplishments in literacy, science and social science. On average, 40% of families (200+ people) attend our family events the third Thursday evening each month.	Culture Director/ Community-School Coordinator	Ongoing
	2. A ReadUP program through a collaborative effort with the United Way and the Mayor's Office. Each week, over 60 volunteer reading buddies tutor third and fourth-graders, who are reading below grade level, 90 minutes a week.	Community - School Coordinator	Ongoing
	3. Keep Indianapolis Beautiful (KIBI) is partnering with CFA to adopt environmentally friendly, instructionally engaging practices across our school, including our new CFA Garden.	Community - School Coordinator	Ongoing
	4. An intramural athletics program for students, grades 4-5, and intramural soccer program for students, grades K-2.	Athletic Director	Ongoing
	5. Hallway Dads , a program designed to recruit, train and employ adult-male volunteers to assist in the classroom and mentor students during the school day. Currently, host a team of as many as 8 adult males, volunteering 1-4 hours a week.	Community-School Coordinator	Ongoing
	6. Our Culture Director continues to innovate and develop ways to enhance family engagement and support for student achievement. This person is also responsible for school attendance and the overall learning environment within our	Administration	Ongoing

	<p>school. He is also leading the implementation of our positive behavior incentive system (PBIS), coordinating our school-wide anti-bullying program, overseeing our Saturday School and other disciplinary supports for students and coordinates the services provided through our Community partnerships and Counselor.</p> <p>7. This fall, we will continue to refine our program, coordinating <i>Quarterly Parent Workshops</i> on topics such as effective parenting, home literacy support, technology, and college planning.</p> <p>8. Continue and expand <i>Early Literacy Home Visits</i>, in which teams of teachers visit students' homes (K-2 gr.). In each visit, teams deliver helpful, age-appropriate reading materials ("Literacy Learning Bags"), model powerful interactive home literacy practices and generally enhance our partnerships with families in support of literacy development.</p>	<p>Culture Dir., Comm-School Coordinator</p> <p>Culture Dir., Comm-School Coordinator and Teachers</p>	<p>Ongoing</p> <p>Ongoing</p>
<i>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	As a charter school, CFA has full authority and flexibility over its schedule and allocation of funds, provided it meets the requirements of its authorizer, the Mayor's Office.	Principal	Ongoing
<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	<p>CFA is a charter school and, thus, it is the only school in the LEA. School employs vendors outside the school whenever necessary to provide assistance with matters, such as accounting, technology and legal help.</p> <p>We continue to gather considerable technical and strategic expertise in school improvement and transformation. School</p>	<p>CFA Board and Principal</p> <p>Administrative Team</p>	<p>Ongoing</p> <p>Ongoing</p>

	visits have been especially helpful. For instance, our visits to the <i>UnCommon Schools</i> in New York and New Jersey have been particularly helpful in defining high quality instructional practices. Our connection to the <i>Schools-That-Can</i> network has also helped us gather expertise from other high-performing schools serving students living in low-income communities. Finally, CELL, the local body responsible for the overall implementation of TAP in Indiana, have also helped us considerably in implementing the TAP system.		
	In our efforts to define and implement a special block for literacy intervention, we have sought out the expertise of the Avon and Beech Grove districts, as both have been implementing systems similar to Warrant Township's 8-Step Process of School Improvement for several years now. We opted out of participating in the 8-Step Training provided by the DoE, as the training opportunities did not fit with our academic schedule. Others have also advised us that its similar	Administrative Team	Ongoing
	Finally, we have also benefitted from our networking opportunities with other schools, implementing the transformational model. As the others have taken on changes from their current program and encountered similar challenges.	Administrative Team	Ongoing

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical	X	

and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

Transformation Intervention Scoring Rubric

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who,	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

after professional development, have not.	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job- embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job- embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually</i> occurs as a whole district 	

	<ul style="list-style-type: none"> Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for all staff</i> 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i> 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
7. Use data to implement an aligned	<ul style="list-style-type: none"> LEA <i>provides multiple assessments and data points</i> 	<ul style="list-style-type: none"> LEA provides some <i>assessments and data</i> with minimal 	<ul style="list-style-type: none"> LEA <i>provides minimal assessments</i> with no data; technology is not 	

instructional program	<i>through technology-based resources</i> for the school to align its instructional program	technology for the school to align its instructional program	used	
	<ul style="list-style-type: none"> LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> LEA <i>rarely</i> provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these 	

	the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	coordinated to address these challenges.	challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> ○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school 	<ul style="list-style-type: none"> ○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school 	<ul style="list-style-type: none"> ○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> ○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> ○ <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> ○ No supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> ○ Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> ○ Some supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> ○ Support for <i>both</i> teachers and principals are not in place or transparent 	
	<ul style="list-style-type: none"> ○ Provided by external, <i>experienced leaders</i> in change and in the school model 	<ul style="list-style-type: none"> ○ Provided by <i>external leaders</i> in change with knowledge of the identified school model 	<ul style="list-style-type: none"> ○ Provided by district staff or others <i>without proven track records</i> in school change or the model 	

Total Score ____/66